

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

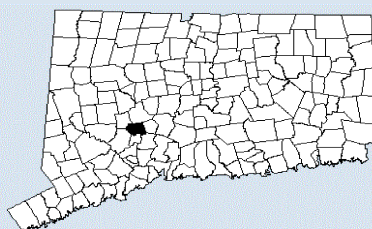


Naugatuck School District

203-720-5265 • www.naugy.net

District Information

Grade Range	PK-12
Number of Schools	12
Enrollment	4,356
Per Pupil Expenditures ¹	\$14,053
Total Expenditures ¹	\$66,036,967

¹Expenditure data reflect the 2012-13 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,032	46.6	48.3
Male	2,324	53.4	51.6
American Indian	*	*	0.2
Asian	135	3.1	4.6
Black or African American	314	7.2	12.9
Hispanic or Latino	848	19.5	21.2
Pacific Islander	*	*	0.0
White	2,850	65.4	58.4
Two or More Races	196	4.5	2.3
English Language Learners	157	3.6	5.7
Eligible for Free or Reduced-Price Meals	1,777	40.8	37.3
Students with Disabilities ¹	611	14.0	12.8

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	257	13.1	93	4.5
Male	314	14.1	283	12.0
Black or African American	41	13.9	40	12.5
Hispanic or Latino	139	17.2	78	9.2
White	349	12.7	234	8.1
English Language Learners	15	9.8	11	7.1
Eligible for Free or Reduced-Price Meals	374	19.4	249	11.7
Students with Disabilities	137	21.5	103	14.4
District	571	13.6	376	8.5
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 167

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	251.0
Paraprofessional Instructional Assistants	32.0
Special Education	
Teachers and Instructors	40.8
Paraprofessional Instructional Assistants	57.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	16.6
Library/Media	
Specialists (Certified)	6.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	17.5
Counselors, Social Workers and School Psychologists	30.6
School Nurses	13.0
Other Staff Providing Non-Instructional Services/Support	166.5

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	4	1.1	1.0
Black or African American	1	0.3	3.5
Hispanic	7	1.9	3.6
Native American	0	0	0.1
White	361	96.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.3
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	*	*	*	*
White	25	11.7	40	17.6
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	10	6.5	13	10.0
Students with Disabilities	0	0	0	0
District	31	9.9	53	16.1
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	23	36.5
Emotional Disturbance	*	*
Intellectual Disability	14	63.6
Learning Disability	182	74.0
Other Health Impairment	93	69.4
Other Disabilities	*	*
Speech/Language Impairment	59	86.8
District	382	66.3
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	72	1.6	1.4
Emotional Disturbance	24	0.5	1.0
Intellectual Disability	22	0.5	0.4
Learning Disability	246	5.5	4.2
Other Health Impairment	134	3.0	2.5
Other Disabilities	36	0.8	1.0
Speech/Language Impairment	69	1.5	1.9
All Disabilities	603	13.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	20	3.3	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	40,506,733	9,044	8,769
Instructional Supplies and Equipment	870,796	194	275
Improvement of Instruction and Educational Media Services	852,224	190	487
Student Support Services	4,494,449	1,003	965
Administration and Support Services	7,634,132	1,704	1,600
Plant Operation and Maintenance	5,912,898	1,320	1,472
Transportation	3,315,183	667	786
Costs of Students Tuitioned Out	1,708,872	N/A	N/A
Other	741,680	166	178
Total	66,036,967	14,053	14,642

Additional Expenditures

Land, Buildings, and Debt Service	309,431	69	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,005,864	28.9	35.6
Noncertified Personnel	2,980,031	21.5	14.5
Purchased Services	215,532	1.6	5.0
Tuition to Other Schools	1,380,453	10.0	21.4
Special Ed. Transportation	1,036,367	7.5	8.5
Other Expenditures	4,253,207	30.7	14.9
Total Expenditures	13,871,454	100.0	100.0

PK-12 Expenditures Used for Special Education	21.0	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	49.2	49.1
State	46.6	46.6
Federal	4.2	4.2
Tuition & Other	0.0	0.0

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	56.8	55.6	56.5	58.3	.	.	.	.
Hispanic or Latino	64.1	66.1	68.6	67.7	.	.	.	.
English Language Learners	46.9	45.9	53.2	46.8	.	.	.	.
Eligible for Free or Reduced-Price Meals	64.2	64.0	67.6	64.9	.	.	.	.
Students with Disabilities	32.4	29.3	33.0	30.3	.	.	.	.
High Needs	60.8	59.9	64.1	60.9	.	.	.	.
District	71.4	70.9	74.5	73.1	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	63.6	57.8	53.7	.	.	.	.
Hispanic or Latino	59.0	67.1	67.0	62.9	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	60.7	65.1	65.7	62.5	.	.	.	.
Students with Disabilities	31.2	38.9	37.1	32.3	.	.	.	.
High Needs	55.5	61.6	62.7	57.7	.	.	.	.
District	72.3	72.7	74.6	67.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.8	94.4	85.5	71.2	1,258	83.5
Curl Up	79.0	88.5	94.0	71.6	1,258	83.8
Push Up	66.7	56.3	80.1	63.8	1,258	66.9
Mile Run/PACER	67.0	74.0	78.5	57.9	1,258	69.9
All Tests - District	42.0	48.6	64.4	29.5	1,258	46.9
All Tests - State	50.2	50.7	50.3	53.9		51.1

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	35	85.7	83.6	Yes	84.6
Hispanic or Latino	53	66	75.1	No	77.0
English Language Learners	*	*	64.9	No	67.8
Eligible for Free or Reduced-Price Meals	157	70.1	76.9	No	78.6
Students with Disabilities	53	54.7	69.4	No	71.9
District	335	77.9	84.5	No	85.5
State ⁴		85.5			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	69.0	72	23.0
Male	51.5	53	16.1
Black or African American	46.0	*	*
Hispanic or Latino	55.0	15	13.8
White	62.4	97	22.0
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	53.7	37	13.0
Students with Disabilities	*	0	*
District	60.0	125	19.4
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.0	94.1
Male	57.7	79.1
Black or African American	61.3	*
Hispanic or Latino	67.6	85.7
White	70.0	87.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	63.7	89.3
Students with Disabilities	33.3	*
District	68.8	87.8
State	72.7	88.5

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Naugatuck School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Naugatuck School District has completed the final year of its Board of Education Plan which consisted of three goals. Goal One: Achieve academic success for all students in reading, writing, math, and science as measured by state and district assessments. Strengthening the Core Curriculum, Instruction, and Assessment through development of K-12 curricula and assessments aligned to the Common Core State Standards remains a priority for the NPS. The district is currently working to develop CCSS-aligned curricula in all content areas throughout K-12. A CCSS-aligned K-12 math curriculum was implemented in the 2013-2014 school year. Development of CCSS-aligned literacy curricula in our elementary schools was a focus for the 2013-2014 school year. Several units were created by teams of teachers and reading consultants. NPS implemented for the first time the NWEA MAP Assessment, a computer adaptive assessment system, to assess the math and literacy skills of students in grades K-11. Common planning time has been expanded to all grades to include data teams for student progress review. Data driven decision making provides for an instructional focus in all classes and content areas including planning for the needs of special education students and English language learners. Building the leadership and instructional capacity of administrators and teachers remains a priority of the NPS. As such, a new Educator Evaluation and Support Plan was implemented. Administrators participated in walk-through activities to support effective observation and feedback skills. School based attendance teams continue to meet regularly to proactively monitor student attendance. Letters, meetings, personal contacts, and home visits take place regularly in effort to prevent and lessen incidents of truancy.

Goal Two: Work for positive school-community partnerships. The district continues to collaborate with the Parent School Council (PSC). The PSC promotes monthly meetings at each school and community events such as supporting Grad Night, Literacy and Numeracy programs for parents are held throughout the school year to promote literacy, math and parental involvement. A collaborative literacy program was held to foster understanding of Language Arts instruction for pre-K, home care providers and Kindergarten teachers in the district. Several schools have mentorship programs, matching students with community volunteers. PowerSchool has provided a parent portal for access to real time grades for students in grades five to twelve. The Superintendent of Schools regularly attends parent meetings at all schools to promote ongoing communication.

Goal Three: Expand high quality early education opportunities. NPS has offered full day Kindergarten programs at all elementary schools for all students since the 2008-2009 school year. The district works collaboratively with Naugatuck Discovery to increase alignment between pre-school and kindergarten grade 3 curricula as well as increase teacher effectiveness for all pre-school and kindergarten teachers and promote literacy within student homes while bolstering the home-school connection. Naugatuck Discovery is a non-profit existing to promote healthy, safe, and successful learners. Collaborative work includes the development of an Early Learning Blueprint and a district Kindergarten Transition Plan.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Naugatuck Public Schools are a culturally diverse community with approximately forty-two hundred students attending ten schools. The population change in recent years has included more students of color and ethnicities within the community. The school community works conscientiously to reduce racial, ethnic and economic isolation through its curriculum, enrichment activities, and school-based clubs, inter-district grants and diversity projects. Our partnership with the Naugatuck Cultural Council continues to provide opportunities for the community to celebrate cultural differences through several town-wide cultural and heritage fairs and events. We continue to partner with Waterbury Magnet Schools to provide Magnet School opportunities for our students. Approximately two hundred students have chosen to attend inter-district magnet schools in Waterbury and other surrounding communities. We believe that all members of our learning community can be successful but when they use their individual creativity, culture, ethnicity and religious diversity to enhance their learning and to enrich the lives of their peers it becomes more powerful. Our goal is to educate and inspire all students to be successful, to enrich their experiences, and to prepare them to meet the challenges of the 21st century.

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Equitable Allocation of Resources among District Schools

The Naugatuck Public Schools budgeting process is evolving to become completely transparent to all stakeholders. The annual budgeting process commences each fall as building principals and district directors assess the needs for the upcoming year based on school and district improvement plans, student needs and district goals. Central office reviews all requests to ensure resources are allocated equitably and based on student need. Under the guidance of the Superintendent, the Business Manager develops a Superintendent approved budget proposal. The Board of Education Finance Committee reviews the proposed budget annually in January. Budget discussions include programming needs, equipment, technology and facilities as well as long term goals and initiatives of the district. The final budget proposal is presented to the joint boards of Finance and Burgesses at a town meeting by the Superintendent, Business Manager and administrators. The joint boards review the budget and host an open forum. If no request for a referendum is submitted, the joint borough boards adopt the budget; if a referendum is petitioned for, the voters decide the approval of the school budget.